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ABSTRACT

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this introductory module provides prerequisite knowledge for the remaining seven modules. The learning activities provide an overview of several different approaches to curriculum design and comprise a study of curriculum component parts and their interrelationships. The unit consists of an overall performance objective, pretest, posttest, test keys, learning activities, and evaluation criteria. (Author/EJ)

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CURRICULUM

for

GRADUATE PROGRAM

to Prepare

VOCATIONAL EDUCATION CURRICULUM SPECIALISTS

Introductory Module

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by the

Department of Education

Washington State University

Pullman, Washington 99163

VT 103 450

CE 007 631

Washington State University

Vocational Education Curriculum Specialist Project

Introductory Module

Describe a vocational curriculum by defining the component parts of the curriculum and explaining the importance and the inter-relationship of each component

The content of this module was used as a part of a graduate course in Vocational Technical Education at Washington State University. The effectiveness of the curriculum material was evaluated on the basis of:

1. Performance data from pre and post tests and other evaluative techniques used in the course.
2. Use of a Curriculum Evaluation Questionnaire which was developed, administered and summarized by the third party evaluator, Northwest Regional Education Laboratory. This questionnaire provided a faculty and student rating of: individualization of the curriculum, choice of learning settings and quality of curriculum.

Revisions in final drafts utilized these evaluations.

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INTRODUCTION

Curriculum theory suggests that the study of curriculum design may be viewed as a study of the role of certain component parts of a curriculum and the inter-relationships of these components.

Vocational educators who elect to develop competence in the area of curriculum will have had some preparation and/or experience in developing curriculum -- that is, planning lessons, courses, or programs. Therefore, they probably are familiar with at least one structure of a curriculum plan and have understanding of the component parts of that curriculum plan.

The amount of time spent on this introductory module will vary greatly depending upon prior experience of the learners. It is recommended, however, that the learning activities in the module be carried out by each person beginning an advanced program in vocational curriculum in order to assure the instructors that each student has thorough knowledge of the component parts of a curriculum and has been introduced to a variety of curriculum terms.

Purpose

The purpose of this introductory module is to provide prerequisite knowledges needed for undertaking the other modules. The learning activities provided are designed to give the student an overview of several different approaches to curriculum design, each of which can be viewed as a study of the component parts and their inter-relationships.

COMPETENCY/PERFORMANCE OBJECTIVE

DESCRIBE A VOCATIONAL CURRICULUM BY DEFINING THE COMPONENT PARTS OF THE CURRICULUM AND EXPLAINING THE IMPORTANCE AND THE INTER-RELATIONSHIP OF EACH COMPONENT.

PRETEST

Written curriculum plans, guidelines, course plans, or lesson plans include different parts, i.e., component parts or elements. List and briefly explain the essential component parts of an instructional plan. Describe or diagram the inter-relationships of the component parts.

PRETEST KEY

1. The list should include at least the following three (3) component parts:
   A. What is to be accomplished or achieved? (Goals, purposes, aims, objectives)
   B. How can this be achieved? (Learning Activities and experiences)
   C. How will we know when it has been achieved? (Evaluation)
2. The explanation should be consistent with modern curriculum theory.
3. The description or diagram should reflect the student's awareness of the concept that learning activities and evaluation procedures are directly related to the objectives.

Learning Activity 1-a

Read three (3) different references which present component parts and structure of curriculum. Compare the three (3) and list the component parts as given in each. Note similarities and/or differences.

It is not necessary to limit readings to the ones listed here. Each may refer to "favorite" curriculum texts they have previously used, or locate additional references through library resources available. Read as much as is needed to clarify thinking and resolve conflicts. The purposes of the readings are to: (1) clarify the meaning of the terms used to describe component parts of a curriculum; and (2) identify the relationship of the component parts.

Suggested Readings:

Mager, Robert F., and Kenneth M. Beach. Developing Vocational Instruction. Belmont, CA: Lear Siegler Inc., Fearon Publishers, 1967.

Taba, Hilda. Curriculum Development, Theory and Practice. New York: Harcourt, Brace and World, 1962. Chapter 22, "A Conceptual Framework for Curriculum Design."

Tyler, Ralph. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.

Learning Activity 1-b

To define the component parts of a curriculum one must first name the parts. This may seem to be an easy task, but it is made difficult by the fact that educators are not consistent in the use of terms.

1. Locate at least three (3) curriculum guides in three (3) different vocational fields. Examine each of the three (3) guides and list the components, i.e., what "labels" have been given to the different parts of the curriculum plan presented in the guide.
2. On the cards included in this activity are a number of terms and phrases used in curriculum. These can be organized into three (3) categories which indicate a similar element or component part of curriculum. These three (3) groups answer the questions: (a) What is to be accomplished or achieved? (goals, objectives), (b) How can this be achieved? (learning activities), (c) How will we know when we have achieved it? (evaluation). Organize the cards into these three (3) categories.
3. In a class discussion led by the instructor, or in small groups, compare the component parts in each of the groups. Justify the classification on the basis of the readings in Learning Activity 1-a.

The materials for this activity, including the classification key, follow on the next five (5) pages.

The instructor will make available a set of cards for each student.

MATERIALS FOR LEARNING ACTIVITY 1-b(2)

On the cards that are provided by the instructor are listed terms and phrases used in curriculum. Classify the terms into the three (3) categories listed on this page.

Category A

WHAT IS TO BE ACCOMPLISHED OR ACHIEVED (GOALS - OBJECTIVES)?

Category B

HOW CAN THIS BE ACHIEVED (LEARNING ACTIVITIES)?

Category C

HOW WILL WE KNOW WHEN WE HAVE ACHIEVED IT (EVALUATION)?

COST-BENEFIT ANALYSIS	LEARNING ACTIVITY
TRADE ANALYSIS	CRITERION TEST
GOAL	LEARNING TASK
FOLLOW-UP	LEARNING EXPERIENCE
JOB ANALYSIS	BEHAVIORAL OBJECTIVE
PROFICIENCY STEPS	DEMONSTRATION

THESE SHOULD BE DUPLICATED AND CUT APART TO MAKE A SET OF "CARDS" TO BE SORTED INTO CATEGORIES.

OUTCOME	AIM
INSTRUCTION	STUDENT PROJECT
FEEDBACK	TESTS
WORK EXPERIENCE	ASSIGNMENT
ASSESSMENT	PURPOSE
BEHAVIORAL OUTCOME	CLINICAL PRACTICE

THESE SHOULD BE DUPLICATED AND CUT APART TO MAKE A SET OF "CARDS" TO BE SORTED INTO CATEGORIES.

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LABORATORY	PERFORMANCE GOAL
METHOD	ACTIVITY
COMPETENCY	ENABLING ACTIVITY
EVALUATION	OBJECTIVE
COOPERATIVE EXPERIENCE	GRADING
INDIVIDUALIZED INSTRUCTION	INSTRUCTIONAL STRATEGIES

THESE SHOULD BE DUPLICATED AND CUT APART TO MAKE A SET OF "CARDS" TO BE SORTED INTO CATEGORIES.

LEARNING ACTIVITY 1-b(2) - CLASSIFICATION KEY

CATEGORY A	CATEGORY B	CATEGORY C
OUTCOME	INSTRUCTION	FEEDBACK
BEHAVIORAL OUTCOME	WORK EXPERIENCE	ASSESSMENT
AIM	STUDENT PROJECT	TESTS
PURPOSE	ASSIGNMENT	EVALUATION
COMPETENCY	CLINICAL PRACTICE	GRADING
PERFORMANCE GOAL	LABORATORY	COST-BENEFIT ANALYSIS
OBJECTIVE	METHOD	FOLLOW-UP
TRADE ANALYSIS	COOPERATIVE EXPERIENCE	CRITERION TEST
GOAL	INDIVIDUALIZED INSTRUCTION	
BEHAVIORAL OBJECTIVE	ACTIVITY	
	ENABLING ACTIVITY	
	INSTRUCTIONAL STRATEGY	
	PROFICIENCY STEPS	
	LEARNING TASK	
	LEARNING EXPERIENCE	
	DEMONSTRATION	

Learning Activity 1-c

This activity may be used in either a real or simulated situation. In either case, the student is to complete 1-c(1) and 1-c(2) in writing. Below is a situation which may be used for the simulation. As a supplement or alternate to this simulated situation the learner may meet with a group of teachers who are beginning a curriculum revision or development project and carry out activity 1-c(1) with this group and answer questions the group may have.

SITUATION: Assume you have been invited to serve as a consultant for a group of 9 teachers and potential teachers who have been chosen for their knowledge in an occupational field.

The purpose is to develop a curriculum for a post-secondary program. This curriculum will be used by the participants and 20-30 additional teachers of similar background.

1. Write a plan you would use for explaining to the group the component parts of a curriculum.
2. Assume that during a discussion following your presentation, the group challenges the inclusion of each component part. Write the explanation and defense you would give for its inclusion. Include in your defense an explanation of the relationship of the component parts.

CRITERIA FOR EVALUATING THE ACTIVITY

1-c(1) a. Component parts given include at least the three basic components.

b. Definition or explanation of each component is:

(i) consistent with current curricular theory,

(ii) stated in terms meaningful to the group.

1-c(2) a. "Defense" includes explanation of the practical use of each component.

b. The relationship of each component to the other components is established.

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POSSTEST AND KEY

The posttest for this introductory unit is an evaluation of the written product from Learning Activity 1-c. The criteria for evaluation are given in the learning activity and are repeated below.

CRITERIA FOR EVALUATING THE ACTIVITY

1-c(1) a. Component parts given include at least the three basic components.

b. Definition or explanation of each component is:

(i) consistent with current curricular theory,

(ii) stated in terms meaningful to the group.

1-c(2) a. "Defense" includes explanation of the practical use of each component.

b. The relationship of each component to the other components is established.